Montana Comprehensive Assessment System
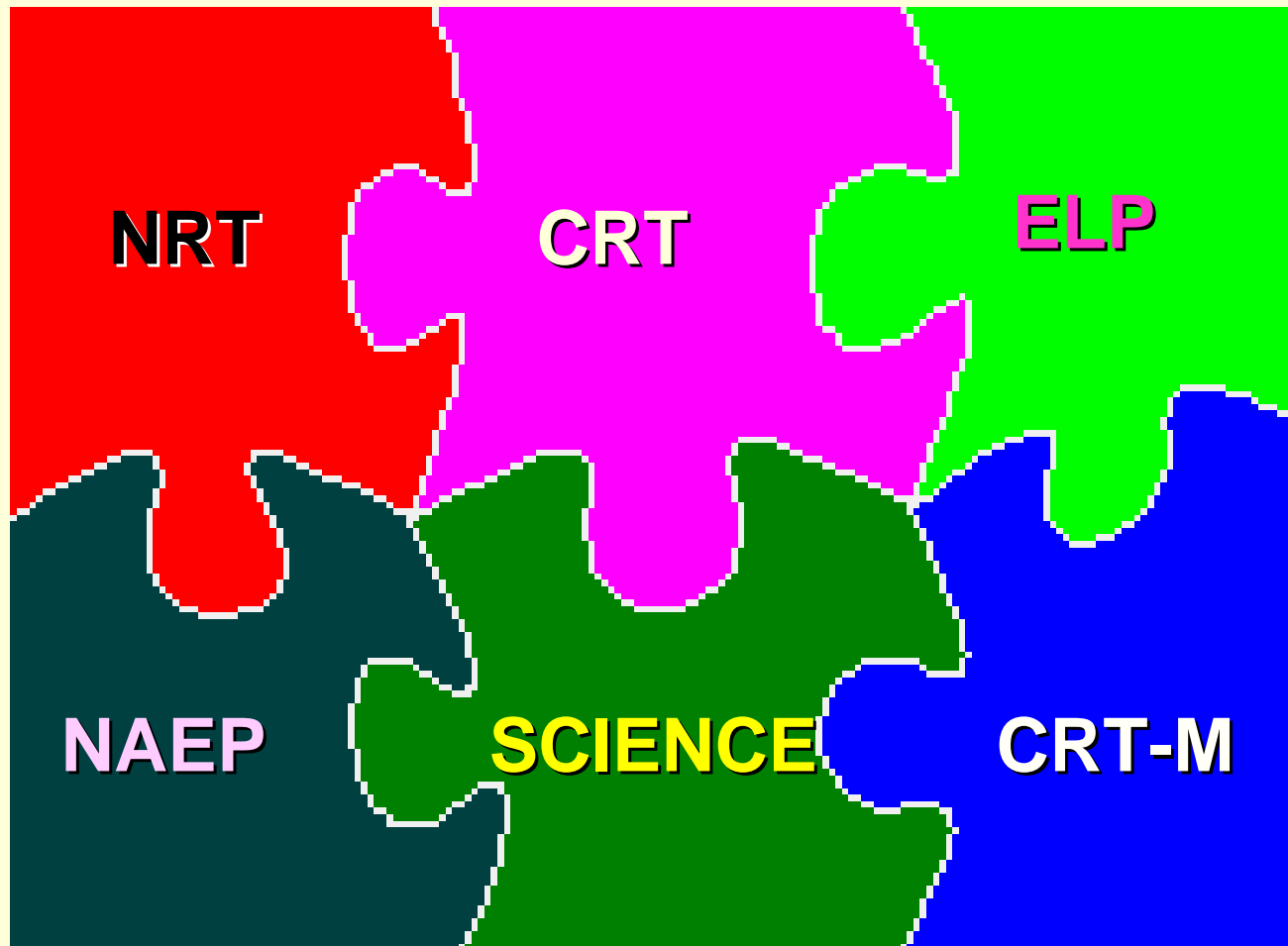
MontCAS

OPI

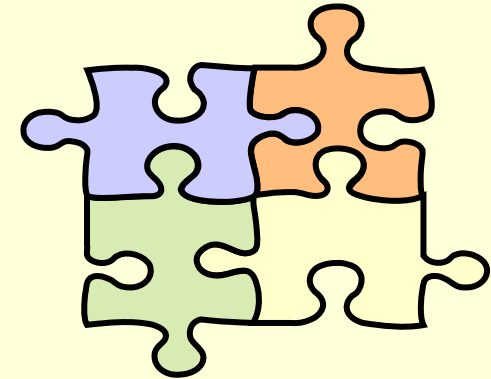OPI **Montana Office of Public Instruction**
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MontCAS: Putting the Pieces Together

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More Pieces

- Standardized Test
- Norm-referenced test
- Criterion-referenced test
- Performance levels
- Accommodations
- Alternate Assessment
- LEP, ELL, ELP

- NCLB
  - No Child Left Behind
  - Adequate Yearly Progress (AYP)
- Administrative Rules of Montana
  ARM
  Board of Public Education (BPE)

MontCAS

Phase 1

- Norm-referenced test (NRT)—the Iowas—Riverside Publishing Company
- Aligned to national standards
- Grades 4, 8, 11
- Reading, language arts, math, social studies, science
- Multiple choice
- Alternate assessment scales
- Funded by the state

Phase 2

- Criterion-referenced test (CRT)—Measured Progress
- Aligned to Montana Content Standards
- Grades 3-8, and 10
- Reading and math (Science, grades 4, 8, and 10 in Spring 2008)
- Multiple choice, math short answer and constructed response
- Evidence based alternate
- Funded by NCLB

Science CRT and CRT-Alternate

- Grades 4, 8, and 10
- Science Standards Revision and Test Development
- Field Test Spring 2007
- Test Administration Spring 2008
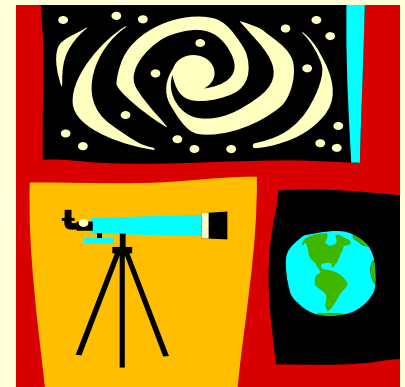
CRT-Modified

- In between CRT-Alternate and CRT
- Modified performance standards
- Grade 5 students
  - Identified as special education students for the grade 4 CRT in spring 2006
- Window
  - September 11-19, 2006

English Language Proficiency (ELP)

- Required by NCLB
- Grades K-12
- Test Contractor is Questar
- First Administration: November 28 – December 19, 2006
- Test Window, 2007-08:

October 23-November 23, 2007

National Assessment of Educational Progress (NAEP)

- NAEP--Nation's Report Card
- Odd-numbered years, January - March
- Grades 4 and 8, Reading and Math
- Required Sample

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The Nation's Report Card

"NAEP is the only nationally representative, continuing assessment of what America's students know and can do in school in a variety of key subject areas."

- Measures and reports national and state-level results; not for district, school, or student level.

- Does not (*cannot*) show results at district or school levels. (a feature, not a bug)
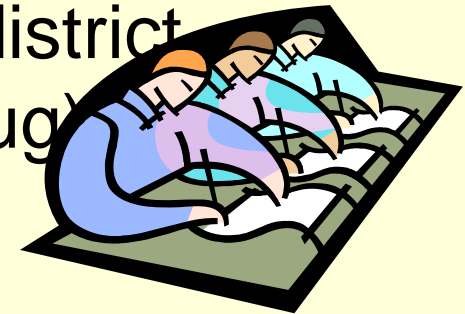
NAEP is More than Reading and Math

- 2006 US History, Civics, Economics (National*, Gr 12)

- 2007 Reading and Math (Gr 4, 8); Writing (National, State*, Gr 8,12)

- 2008 Reading and Math (Long Term Trend*, Ages 9, 13, 17); Arts (National; Gr 8); Field Tests, Reading, Math, Science (Gr 4, 8, 12); Pilot Tests, Science (Gr 4, 8, 12)

* NAEP assesses at three levels: National, State, and Long-Term Trend, as well as formal field and pilot testing for future development.

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Some Montana NAEP Numbers for 2007

- Number of schools in sample: 373
- Number of students assessed: 16,022
- Number of Montana people hired to perform assessment: about 55, mostly retired MT teachers, principals, superintendents
- Results reported: Mid-August, 2007 (used to take almost 2 years)

NAEP and NCLB

- Participation a requirement for states and districts receiving Title I grants.

- Authorized by Title VI to measure and report on academic achievement through national, state, and long-term trend assessment in reading and math.

NAEP and State Test Results

- Tests not directly comparable
  - different test, different standards, different design, different aims, different students (sample).

- Better metaphor: a "second opinion" about the state of student achievement.

- HOWEVER: Two major studies about to be released about NAEP/State results (May, 2007).
  - NAEP increasing in prominence as common yardstick of assessment.

For the Curious:
The NAEP Data Explorer

- NAEP data available on line for broader picture of Montana among the states

- http://nces.ed.gov/nationsreportcard/naepdata/

  – Similar to several other on-line query tools.

  – Allows comparisons by subject, subgroup, year.

  – Advanced search has about 1000 variables to explore for more complete picture and for in-depth research.

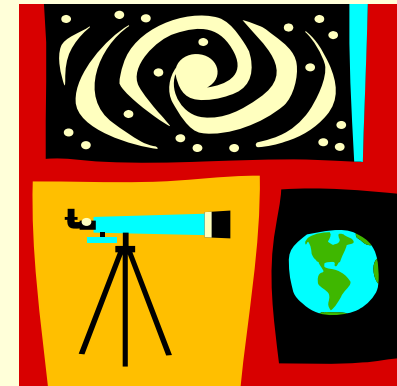# NAEP Questions?

Mike Chapman
NAEP State Coordinator
Office of Public Instruction
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Helena, MT 59620-2501
e-mail: mchapman@mt.gov
Telephone: (406) 444-3450

Tentative 2007-08 Testing Schedules

October 23-November 23, 2007	English Language Proficiency Assessment for students identified as Limited English Proficient (LEP) in grades K-12.
February 11 – March 26, 2008	CRT-Alternate, Grades 3-8 and 10, Reading and Math; Grades 4, 8, and 10 in Science.
March 3 – March 26, 2008	CRT, Grades 3-8 and 10, Reading and Math; Grades 4, 8, and 10 in Science.
Unknown at this time	NRT and NRT-Alternate Assessment Scales, Grades 4, 8, and 11, Language Arts, Reading, Math, Social Studies, and Science.

NOTE: Required NAEP is administered January - March in odd-numbered years.

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Important Stuff

Standardization

Accurate Data and Reporting

Technical Adequacy

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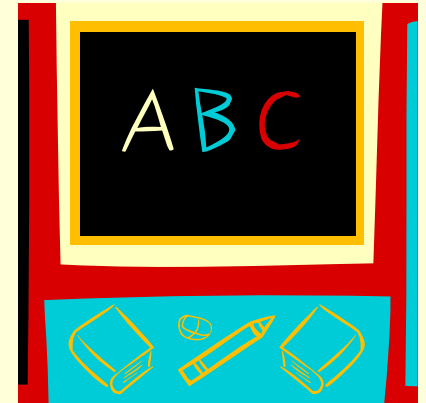Linda McCulloch Superintendent   www.opi.mt.gov

Standard Administration

=

Accurate + Reliable Data

- Training
- Participation
- Test Security
- Special Populations
  - Accommodations
  - Alternate Assessments

Training so that . . .

- Everyone understands the procedures for administration.

- The test is administered in a comparable way in all locations across the state.

- Quality control procedures are utilized when returning test materials.
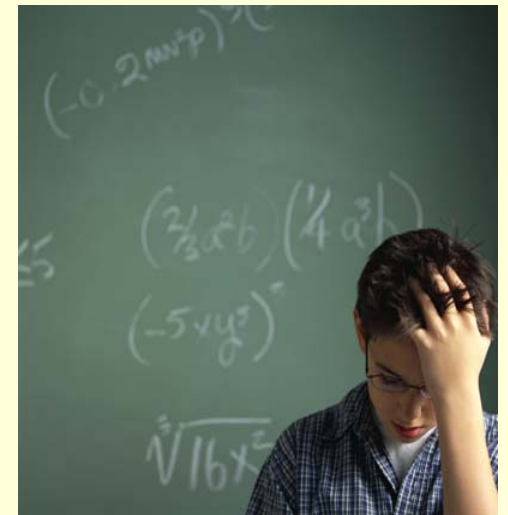
Narrated PowerPoints are provided on CDs and online for use by system test coordinators in training for school test coordinators and test administrators.

Participation
All Means All!

CRT and ELP Options for Participation

- No accommodations

- Standard accommodations

- If in IEP or 504 plan

  - Nonstandard accommodations

- For CRT: CRT-Alternate

2006-07 OPI Guidelines and Procedures for Test Security

Use with MontCAS test coordinator and test administrator guides and manuals and *OPI CRT Accommodation Manual.*

Online

http://www.opi.mt.gov/PDF/Assessment/OPIGuideProcTS.pdf

http://www.opi.mt.gov/PDF/Assessment/CRT/TA/07AccomManual.pdf

Test Security Issues

- Testing Irregularity
- Secure Test Materials
- Procedural/Administration Issues
  - Security Breach
  - Coaching
- Reporting
  - Testing Irregularity Report (TIR)

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Testing Irregularity

- Definition: Any event (before, during, or after testing) that could potentially impact the security of the test or the accuracy of the test data.

- Includes any actions or precautions that vary from directions specified by testing contractor manuals or OPI.

- Can constitute a security breach which could result in invalidating student scores and impacting AYP determinations.

Secure Test Materials

- Test booklets, answer documents and other materials defined by OPI or testing contractor as secure.

- These must be kept in a secure location and not copied.

- System and school test coordinators are responsible for secure test materials and for inventorying, distributing, and returning materials.

- Not maintaining the security of materials is a security breach.

Procedural— Security Breach

A security breach is a violation of a testing procedure that gives an unfair advantage to a student or group of students and could jeopardize the security and integrity of the tests and/or resulting data.

Maintaining a Standardized Test Environment

- List of "Do NOT" activities is on page 3 of the *Guidelines and Procedures for Test Security*
  - Cannot answer questions related to the test
- Refer to page 4 of the *Test Security Guidelines* for the list of "Do" activities
  - Cover or remove bulletin boards and instructional aids
  - No student should have any form of assistance or material that other students do not have.

Coaching

- Coaching is a type of a procedural security breach.

- Examples:
  - Providing answers to students
  - Changing student responses
  - Influencing student responses to test questions by offering hints, clues, cues, facial expressions, nods, voice inflections, or any other manner of assistance that could impact a student's answers.
  - Suggesting a student keep working or go back and check a specific item or work.

OPI Test Security— Reporting

- Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal and system test coordinator and to the State Assessment Director.

- *OPI Guidelines and Procedures for Test Security*

  – This OPI publication outlines procedures for reporting testing irregularities and should be made available to system superintendents, principals, and test administrators.

  – Contains the form for reporting a breach in test security or noncompliance with test administration procedures: Testing Irregularity Report (TIR)

Nondisclosure Agreements

- Form 1—Nondisclosure Agreement
  - Test coordinator and/or administrator signs and submits to school principal before testing; principal keeps on file. Use side 2 for yearly renewals.
- Form 2 – Nondisclosure and Test Administration Agreement
  - Principals sign both sides and return to Measured Progress with school's used Student Response Booklets (SRB) after testing

MONTANA COMPREHENSIVE ASSESSMENT SYSTEM (MONTCAS)
PHASE 2

CRT ACCOMMODATION MANUAL

SPRING 2007

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Accommodations

- Changes in the standard practices and procedures used to teach and assess students.

- Based on individual student needs and classroom assessment practice; they are not for the use by an entire classroom or category of students.

- Arrange for accommodations in advance of statewide testing.

What practices does this include?

Presentation accommodations

Allow students to access information in ways that do not require visual reading of standard print.

Response accommodations

Allow students to complete activities or respond to questions in different ways.

Setting accommodations

Change the location in which an activity or test occurs or the conditions of the setting.

Timing & scheduling accommodations

Increase the allowable length of time to complete an assessment of activity or change the way in which the time is organized.

Do accommodations provide an unfair advantage to some?

- All students are expected to progress in the general education curriculum.

- Accommodations provide equal access to grade-level content for students with learning differences.

- Accommodations are intended to reduce or eliminate the effect of a disability, language limitation, or other learning difference.

Right to Accommodations Guaranteed by Law

- Students with disabilities and limited English proficiency are to participate in state and system-wide assessments with appropriate accommodations where needed.

- The state must report the number of students with disabilities provided with accommodations in order to participate in regular assessment.

Impact of Accommodations on Test Scores

Standard Accommodations change the way in which a student participates in a test, but do not alter what the test is designed to measure.	**Nonstandard Accommodations** change the nature of what is being measured by a test.
Impact on Validity of Test Score: none; score can be aggregated with scores of students taking the test without accommodations.	**Impact on Validity of Test Score:** The score becomes invalid, the student becomes a non-participant when calculating participation rates for AYP, and the score is not included in calculating a school's proficiency rate for AYP.

CRT Accommodations

Students	Standard	Nonstandard
General student population	-Can be used, based on individual student need. -Must be routinely used by student in classroom 2-3 months prior to testing.	-Not allowed under any circumstances.
Students with IEPs or 504 plans	-Can be used, based on individual student need. -Must be documented in IEP/504 plan	-Can be used if need is documented in IEP/504 plan
LEP Students	-Can be used, based on individual student need. -Must be routinely used by student in classroom 2-3 months prior to testing and/or document in LEP plan.	-Can be used if need is documented in LEP plan

Link Between Testing and Instructional Accommodations

- Accommodation use in testing should reflect the same type of supports used by the student in daily instruction and assessment.

- The specific and unique demands of the testing situation should also be considered in identifying needed supports.

CRT- Alternate

- For students with significant cognitive disabilities

- Must be specified in IEP or 504 plan

- Not in combination with accommodations

- Must be taken in all subjects

Accurate Data

- Student demographic data
  - Online data entry for bar code labels
    - Achievement in Montana (AIM)

Scoring

Montana Performance Levels

- Advanced
- Proficient

- Nearing Proficiency
- Novice

Scores

- **Phase 1—NRT**
  - **NPR**
  - **NCE**
  - **Stanine**
    Performance Level for each content area

- **Phase 2--CRT and CRT-Alternate**
  - **Scaled Score**
    Performance Level for each content area
  - **Raw Score**
    Number of points for each standard

- **English Language Proficiency**
  - **In progress**

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NRT (Iowa Tests) Score Interpretation

- *2006 MontCAS MontCAS, Phase 1 Interpretive Guide*

  http://www.opi.mt.gov/PDF/Assessment/NRT/06InterpGuide.pdf

- Reading the Reports

  http://www.opi.mt.gov/PDF/Assessment/NRT/06TCTraining.pdf

CRT and CRT-Alternate Score Interpretation

2006 MontCAS, Phase 2 Interpretive Guide (CRT and CRT-Alternate)

http://www.opi.mt.gov/PDF/Assessment/CRT/06InterpGuide.pdf

Reading the Reports

http://www.opi.mt.gov/PDF/Assessment/CRT/06ReadingReportsPart1.pdf

http://www.opi.mt.gov/PDF/Assessment/CRT/06ReadingReportsPart2.ppt

http://www.opi.mt.gov/PDF/Assessment/CRT/06ReadingReportsPart3.ppt

Technical Quality

- Test Development
- Technical Advisory Committee (TAC)
- Technical Manuals

Technical Expertise

- Technical Advisory Committee (TAC)

Assessment Links

http://www.opi.mt.gov/Assessment/index.html

JUMP

http://www.opi.mt.gov/Assessment/JUMP.html

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